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ABSTRACT

Brief course descriptions and educational objectives of the art program in grades 9-12, Montgomery County Public Schools, Rockville, Maryland, are provided. Courses are elective and may be grouped into two sequences. Students with broad interests may elect Fundamentals of Art and continue with a series of studio art classes. Students interested in specific art forms may take four levels of ceramics/sculpture, twentieth century art and architecture, drawing and design, two levels of painting, printmaking, photography, creative crafts, or advanced studio. A list of instructional guides is included. (KC)

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PROGRAM OF STUDIES

Aesthetic Education

ART, GRADES 9-12

SP 012 901

Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

Spring 1979

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Rockville, Maryland

FOREWORD

CURRICULUM AND INSTRUCTION

Curriculum may be defined as the general prescription for what teachers should teach and students should learn. In the Montgomery County Public Schools, the *Program of Studies* embodies this prescription. The *Program of Studies* includes the prescribed elements of programs and courses, including course titles, codes, instructional objectives, content descriptions, prerequisites, time allotments, credit values, and a point of view for instruction in each subject area. Based on the MCPS Goals of Education* these prescribed elements constitute the countywide framework within which schools develop and carry out instructional programs tailored to local needs. The relationship of curriculum to instruction in the MCPS, therefore, is that of the more general to the more specific. The *Program of Studies* provides specifications, sets limits, and indicates directions. It has direct and indirect implications for the selection and organization of content, patterns of learning and teaching, and evaluation of outcomes. However, the fulfillment of these specifications and implications is determined at the individual school level. The MCPS instructional program is, therefore, the interaction of the *Program of Studies* framework with the efforts of the individual schools. An appreciation of this interaction is necessary for an understanding of the place of the *Program of Studies* in the work of the schools.

The framework represented by the *Program of Studies* makes possible a unified countywide instructional system which at the same time permits the flexibility of programming required in a large and diverse county. At points, the *Program of Studies* may prescribe instruction very specifically. This may happen with regard to a socially sensitive topic such as sex education, or it may result from the rigorous requirements of establishing an instructional system in mathematics. But this degree of specification is unusual in the *Program of Studies* inasmuch as its level of prescription is generally represented by the instructional objectives it contains for all programs and courses. Instructional objectives are general statements of what the student should attain and are thus appropriate for all students taking a given program or course. Performance objectives are more specific statements of what the student should attain. Formulated or adopted by teachers in relation to the instructional objectives, performance objectives are used in planning classroom instruction. They are thus specific enough to form the basis of day-to-day work and of evaluation of the student's progress. In this movement from instructional to performance objectives, the teacher finds the guidance and the leeway to plan for students of a wide variety of needs and abilities. An examination of the illustrative performance objectives found in instructional guides and in teachers' lesson plans makes clear how great this range is.

An additional means of differentiating instruction which becomes increasingly important at the upper grade levels is provided by elective courses. The use of electives to provide for students of varying abilities and interests differs considerably from subject to subject. Almost all subjects have courses or course sequences which provide for enriched content and advanced or specialized work. Some provide for accelerated movement; some offer additional courses for advanced or specialized work; and some have differentiated paths among required and/or elective courses. The structure of each subject area and the ways by which it employs electives to provide for diverse student needs is indicated in the Grades 9-12 portion of the program description for each subject.

Information regarding each subject area appearing in the *Program of Studies* is presented, when appropriate, as two sections — one for Grades K-8 and one for Grades 9-12. For those subject areas spanning Grades K-12, both sections must be consulted for a full description of the program.

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*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

Each subject area section, whether K-8 or 9-12, has the following subsections: Point of View, General Information, Description of Program, and Instructional Guides.

The Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued in MCPS, and relationships to other subject areas. It also explains how students of varying abilities and interests in the subject are provided with differentiated performance objectives. An explanation of how study of the subject fulfills one or more of the MCPS Goals of Education* is included either in the Point of View subsection or as General Information. For those subject areas spanning Grades K-12, the Point of View is identical in both the K-8 and 9-12 sections.

The General Information subsection includes an explanation of how study of the subject fulfills the MCPS Goals of Education (unless this explanation has appeared in the Point of View) and how it is organized for instruction. Information is given about subject area tests required by the county or state and about federal and state involvement when it is important or distinctive for the subject area. Information about the fulfillment of graduation requirements, Grades 9-12, is also given in some detail for those subjects in which specific requirements exist. Other information specific to the subject also appears.

The largest portion of each subject area section is the Description of Program. It describes the program and supporting courses, identifies the instructional objectives for each, and includes any other prescribed or pertinent elements. For Grades 9-12, this subsection is divided into a List of Courses and a Description of Courses. The List of Courses gives a brief view of subject offerings at this level and serves as a table of contents to the subsection. The course descriptions, along with the narrative material and instructional objectives for each course, give course title, level, length, code, credit value, and prerequisites (if any).

At the end of each subject area section, there appears a list of pertinent MCPS instructional guides. This subsection is amplified to include existing annotated bibliographies, scope and sequence charts, or other such instructional materials in the subject which may have been prepared by MCPS staff.

USE OF THE PROGRAM OF STUDIES

The *Program of Studies,* as the curricular framework for the MCPS, promotes learning through a convergence of educational efforts. Students, teachers, administrators, parents/guardians, and other members of the community use the *Program of Studies* in a variety of ways to achieve the common goal of effective education.

A curriculum stated in terms of general (instructional) objectives informs the *student* of what the school intends him/her to learn and makes it easier to participate in setting specific performance objectives with teachers. Increase in learning efficiency is more apt to take place when a student knows the goal of learning. The student is also more apt to make a commitment to successful learning when at appropriate times he/she is able to select instructional methods and materials. Finally, the student's sense of achievement is reinforced when progress can be noted in the gaining of objectives.

The *teacher* who is familiar with the *Program of Studies* can be more effective in conferring with parents/guardians as well as being in a stronger position to establish specific teaching objectives, plan lessons, select instructional materials, and assess learning progress and teaching functions.

The *school principal* uses the *Program of Studies* as an administrative guide in its listing of approved courses, titles, and codes. The administrator can also deepen staff and community understanding for the

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total educational program as the *Program of Studies* is employed in teacher conferences, faculty and department meetings, and parent/guardian meetings. School effectiveness can be enhanced as the principal organizes people and resources to help learners gain the stated ends of instruction.

Learning outcomes and other information included in the *Program of Studies* give *parents/guardians and other members of the community* information useful to them. They can better understand the instructional program for their elementary school children and advise secondary school youth in course selections. Knowledge of the *Program of Studies* also enables families and other community members to communicate more effectively with their children, teachers, and school administrators.

CURRICULUM CHANGE AND MODIFICATION OF THE PROGRAM OF STUDIES

The curriculum of any public school system must reflect the continual change of the society of which it is a part. As the MCPS curriculum changes, the *Program of Studies*, which establishes the MCPS curriculum in printed form, must be modified accordingly.

In MCPS, a proposal for a new or revised program or course can originate with any individual or group in the community or school system. The staff of the Department of Instructional Planning and Development encourages, coordinates, and assists the development of such proposals. In general, the staff has responsibility for modification of curriculum as required by state and local law and policy, and for continual assessment of the need for curriculum change. Procedures for effecting changes in curriculum and the *Program of Studies* are specified in MCPS Regulation 345-1, "Development and Approval of Curriculum and Supporting Materials." These procedures first state the involvement of community and school personnel in the initiation, development, review, and tryout of proposed curriculum changes; describe the role of the Council on Instruction as a reviewing and recommending body for the superintendent; and identify the final steps of approval by the superintendent and the Board of Education. The regulation also cites relevant portions of these Board of Education policies and Maryland public school laws upon which its procedures rest.

STATE AND FEDERAL GOVERNMENT IN RELATION TO THE CURRICULUM

The major influence of the Maryland State Department of Education upon local curriculum has traditionally been through the MSDE's specification of the requirements for graduation from high school. (These graduation requirements and other provisions for earning credit are summarized on page vii.) Two newer and equally important MSDE influences stem from a state educational accountability law* and the currently evolving Project Basic.**

The Maryland Educational Accountability Act imposes several requirements in its implementation of statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at three levels — state, school system, and individual school. The goals and objectives at the system level must conform with those established at the state level, and those established by individual schools must conform with those of the local system and the state.

Also required by the Act is a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular reevaluation of programs, goals, and objectives is also a stipulation of the Act.

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*Article 77, Section 28a, of the *Annotated Code of the Laws of Maryland* was passed during the 1972 session of the Maryland General Assembly. The law has come to be called the "Educational Accountability Act."

**See "The Comprehensive Plan Maryland Competency-Based Prerequisites for Graduation," a publication of the Project Basic Office of the Maryland State Department of Education, 1978.

The state plan for implementation of the Accountability Act* specified that, effective the spring of 1974, the Iowa Test of Basic Skills and the Cognitive Abilities Test would be given to all pupils in Grades 3, 5, and 7. Use of these tests has given rise to concerns about the limitations of nationally norm-referenced tests and the small part of the MCPS curriculum that is measured by the ITBS. As a result, the Maryland State Board of Education has adopted a new schedule of assessment which includes the use of the Maryland Functional Reading Test and the Maryland Functional Mathematics Test in the secondary grades. These two tests, developed at the state level, are criterion-referenced tests. This means that they test specific skills or information without regard to how well similar student populations do on a given test item. Students who pass these tests in the ninth grade will not be tested again in connection with this program. Those who fail either test will receive appropriate instruction and retesting.

Through its Project Basic, the Maryland State Board of Education is reaffirming its responsibility for establishing statewide educational standards and stating its commitment to the development of behaviors basic to effective adulthood.** The state board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. The five areas and their definitions as stated in the paper are:

A. Basic Skills -- All people must be able to read, write, and calculate.

B. Survival Skills — Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.

C. World of Work — Schooling should lead to securing employment upon graduation or post-secondary education. All public school youth should be made aware of the options and opportunities of the world of work without racial or sexual bias.

D. World of Leisure — Schooling should help the student become involved in creative and healthful lifetime activities.

E. Citizenship — Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

To implement this action of the Maryland State Board of Education, State Superintendent of Schools David Hornbeck established the Project Basic Office. Its staff is currently involved in identifying the basic competencies in the five areas. It is also to design and develop instructional activities for the five areas of human activity, develop assessment measures to certify student acquisition of the specified competencies, and coordinate the statewide implementation of minimal competencies as a prerequisite to graduation. The project is to be fully implemented by 1982.

The impact upon the MCPS curriculum of the educational accountability and the competencies programs is as yet difficult to calculate. In one sense, the impact may not be great because the objectives of the accountability program (and, it is anticipated, the competencies of Project Basic) are to a large extent already included in the MCPS curriculum. References to the impact of the educational accountability law on specific portions of curriculum are included in the *Program of Studies* within the Information sections of the descriptions for Reading, English Language Arts, and Mathematics. On the other hand, these two state programs may have a significant impact on curriculum emphasis and

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*See the "Maryland Handbook on the Accountability Assessment Program, Maryland State Department of Education, Adapted to MCPS Test Administration Procedures," issued by the MCPS Department of Pupil and Program Appraisal, February 1, 1974.

**See *The Mission of Schooling*, Maryland State Board of Education, January 1977.

balance. They could affect time allotments within and among subjects and courses and thus affect even the definition of the subjects and courses themselves. How these statewide programs are developed and how MCPS students perform on the required evaluations will determine the impact of these programs upon curriculum. They are certain to have impact upon instruction and probably even more impact on evaluation procedures.

Federal and other state involvement in curriculum is mentioned in the descriptions of those subject areas where it is found, e.g., health education and some of the vocational education subjects.

TIME ALLOCATIONS AND GRADUATION REQUIREMENTS

In the following chart, time allocations are shown for subjects Kindergarten through Grade 8. The allocations are given in minutes per week, and school administrators are expected to use them in establishing program balance.

Subject	K	Grades 1-2	Grades 3-6	Grades 7-8
English Language Arts/Reading	200	700	475	225
Mathematics	75	200	225	225
Music	100	100	100	75
Physical Education	125	150	150	225
Science	75	125	225	225
Social Studies	75	125	225	225
Home Economics and Industrial Education	—	—	—	75
Electives				225
Total	750	1500	1500	1575

The MCPS Policy on the Middle School directs the school system to provide "a curriculum based on the developmental needs of pre- and early adolescents which places primary emphasis on acquisition of basic skills but also provides a wide range of exploratory and enrichment experiences."* Middle schools are organized into interdisciplinary teaching teams which provide opportunities for flexible student grouping and scheduling. Therefore, daily, weekly, and master schedules in middle schools will not be characterized by fixed time intervals for each subject area.

New standards for high school graduation were enacted by the Maryland State Board of Education on November 27, 1974, and became effective for students entering ninth grade in the fall of 1975. These standards thus become effective for all students in Grades 9-12 in the school year 1978-79. The standards define a unit of credit; specify credit requirements for graduation; and list several provisions for earning credit and several alternatives to four-year enrollment. MCPS Regulation 310-3, "High School Graduation Requirements," includes these state graduation requirements, the policy of the Montgomery County Board of Education with regard to them, and guidelines for their implementation.

*The MCPS Policy on the Middle School, adopted December 13, 1977

With exceptions specified under "Alternatives to Four-Year Enrollment," the MCPS student must, beyond the eighth grade, complete four years of approved study and earn a minimum of 20 credits. Twelve and one-half of these credits must be in the areas specified below. The additional seven and one-half elective minimum units may be chosen from offerings in any curricular area.

English Language Arts	4 credits
Social Studies	3 credits (One must be United States History; and one must deal with contemporary issues including local, state, and national governments.)
Science	2 credits
Mathematics	2 credits
Physical Education	One-half credit, required in Grade 9, and one-half credit sometime during Grades 10-12
Physical Activity*	Two semesters of physical activity sometime during Grades 10-12 (One-half credit of elective physical education fulfills the requirement of two semesters of physical activity.)
Health Education	One-half credit, required in Grade 9

The several provisions listed by the state for earning credit in addition to regular school day and school year programs are summer school, evening school, correspondence courses, tutoring, examination, and work study programs or experience outside the school. On pages 10 and 11 of MCPS Regulation 310-3, the Montgomery County Board of Education guidelines for each of these provisions are shown. The provision on credit by examination is being implemented as examinations appropriate to MCPS courses can be developed. During the 1977-78 school year, such examinations were given for Algebra 2; Trigonometry; and English, Grade 12.

The alternatives to four-year enrollment are an accelerated twenty-credit program; an early college admission program; early admission to approved vocational, technical, or other post-secondary school; and a job entry training program. To receive a high school diploma through any one of these alternatives, the MCPS student must receive approval for waiver of the four-year enrollment requirement. MCPS Regulation 310-3 includes the steps for requesting and receiving approval of the waiver. In addition to reading the regulation, which is available in all school offices and in school instructional materials centers, students and parents/guardians should consult local school counselors with regard to any of these provisions or those concerning earning credit outside the regular school day and year.

INTERAGENCY PROGRAMS

As has been stated, the *Program of Studies* prescribes the curriculum for all MCPS students by allowing for much differentiation of instruction. Instructional alternatives are created by varying content, assessment criteria, pace, and the pattern of courses the student takes. Beyond this differentiation, special instruction and other services are provided for handicapped students. In order to provide programs for all handicapped students, MCPS coordinates services with local and state agencies and other resources.

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*See pages 3-4 of the Physical Education Grades 9-12 section of the *Program of Studies*.

For those students who are most severely handicapped, including those who are placed outside of MCPS schools, the MCPS curriculum is adapted as required to meet the limitations of the students. Information about programs for these students is available from the Placement Unit of the Department of Interagency Programs, MCPS Office of Continuum Education.

AVAILABILITY OF INSTRUCTIONAL MATERIALS

The instructional guides listed at the end of each subject area section of the *Program of Studies* are on file in school Instructional Media Centers and in the Professional Library (formerly the Educational Materials Laboratory) at the Educational Services Center. They may be ordered from the Division of Supply Management, Department of School Services, MCPS Office of Supportive Services, which maintains a list of the guides stocked in its warehouse.

Occasionally, there will be a need in a subject area for publication of some supplemental instructional material such as a scope and sequence chart or a bibliography. If such exist, they are also listed at the end of the subject area section.

The Department of Instructional Resources, MCPS Office of Program Development, maintains files of approved textbooks and text materials and of approved films. A list of approved textbooks and text materials is published annually. Questions regarding this list should be addressed to the Division of Instructional Materials, Evaluation and Selection. A list of approved films is published periodically, and questions regarding it should be addressed to the Film Library of the Division of Instructional Materials, MCPS Department of Instructional Resources.

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

AESTHETIC EDUCATION

INTRODUCTION

The arts have been present throughout human history. No society or culture has existed without the arts because they present unique opportunities for people to express emotion, communicate ideas, portray images, and explore their humanness in creative ways. The MCPS program of aesthetic education is based on the belief that children, in order to more fully understand themselves, their environment, and their experiences, need to develop that mode of knowing which is primarily artistic, intuitive, and imaginative.

This kind of understanding needs to be purposely and continuously developed if it is to have its full breadth and depth of application. As much as reading and writing, aesthetic understanding and appreciation are called for in every aspect of living. Aesthetic or artistic decisions are made every day by all of us; our preferences are evident when we choose what to purchase, what art or entertainment event to attend, what television program to watch, or what elements of our environment to protect and preserve. Citizens must be able to discern the differences between the ugly and the beautiful, the violent and the moderate, the obvious and the subtle, and the stereotypic and the imaginative. Just as students need to develop basic reading and computational skills, they need to develop skills of aesthetic literacy to function fully in daily life.

The program of aesthetic education is a systematic process in which children are involved in three interrelated areas of learning: the perceptual (development of basic awareness skills); the experiential; and the presentational, for those that elect the option.

The *perceptual* activities are designed to develop skills of looking, listening, discerning, and criticizing in the various art forms. The *experiential* activities are designed to encourage children to explore the artistic possibilities of the various art media by experimenting with and manipulating paint, sounds, gestures and movements, words, clay, etc. This is an active, participatory "hands-on" mode of aesthetic education in which students encounter the materials of the various art forms and refine their skills in aesthetic expression. Students who acquire these skills of perceiving and creating will have achieved aesthetic literacy appropriate to their level of development. *Presentational* activities are designed to provide opportunities for students to share their arts experiences with others and to develop further the talents and abilities in the various art forms. Students who elect the option are provided with opportunities to perform in public.

In our schools, it is vital to offer our students the kind of arts education program which allows each student to explore his/her creative potential, develop the basic skills of perceptual awareness, and develop artistic talent to the highest possible level. In addition to teaching arts content, the aesthetic education program gives students an additional route to success or excellence in school, an opportunity which every student deserves. While we recognize the aesthetic dimension to the other school content areas, e.g., science, mathematics, social studies and language arts, we believe that aesthetic education provides *balance* in the curriculum by recognizing that there are more ways to understand the world and ourselves than through the literal or the verbal. There are the imaginative, visual, musical, and dramatic ways of understanding and communicating which are older and more pervasive in human history. We believe that to cultivate these very special human capacities is to offer our students the opportunity for a complete comprehensive education in *all* the domains of knowledge, an education that we believe is the right of every child.

AESTHETIC EDUCATION GOALS

I. To develop an aesthetic awareness of the surrounding world

- Develop the senses and intellect as means for recognizing and reacting to the aesthetic qualities of the environment.
- Identify and respond to the affective and cognitive meanings of individual art forms.

II. To develop skills in making independent aesthetic judgments

- Identify those elements of the environment possessing aesthetic properties.
- Develop individual criteria for making informed, aesthetic judgments about the arts and the environment.
- Develop an aesthetic value system through the application of individual criteria to those elements of the environment possessing aesthetic properties and/or cultural meaning.

III. To develop skills in using the arts as modes of personal expression and communication

- Understand each art form as a way of organizing creative energy into communication.
- Develop expressive skills in various art forms through observing, participating, and creating.
- Develop creative potential through experiences that encourage unique expression.

IV. To develop an understanding of the relationship of the arts to each other and to other disciplines

- Participate in a variety of arts experiences to perceive unique and similar qualities.
- Develop an awareness of common aesthetic qualities in the environment, the natural sciences, and in other content areas.

V. To recognize the relationship of the arts to the history and culture of man

- Recognize the interaction of the arts with society
- Develop an awareness of the role of the arts in promoting a deeper understanding and acceptance among people of different backgrounds and cultural traditions.
- Develop the ability to recognize the unique qualities inherent in the artistic expressions of various cultures.

POINT OF VIEW

The visual arts, as presented in the art education program, relate to people, their cultures, and their environments. Sensory and intellectual explorations of cultures and environments help students develop aesthetic awareness, critical thought, and cultural understanding. Art education provides experiences that prompt a greater awareness of feelings, stimulate the imagination, and promote creative or constructive endeavors. Most important, art activities provide students with another way to learn about the world and themselves. Through art education, students discover one more significant way of contributing to society through personally satisfying activities.

The art education program consists of instruction that integrates art production, art criticism, and art history. Through a series of planned projects, students demonstrate their understanding of concepts related to the elements of art (formal), principles of design (informal), and subject matter (expressive). Learning is reinforced by referring to the way those concepts are manifested in nature and society or as demonstrated by artists and designers. Learnings are also reinforced by relating art activities to other subject areas and by referring to the arts or crafts of other cultures and periods of history. Making art helps students develop a critical awareness of changes taking place in the work being done and in the world it represents. Learning the analytical procedures of the design process, students solve problems in a way that can be applied to some of the problems of daily living. The subtle interactions between students, their art, and their environment is recognized as an essential aspect of art education.

Overall, the art program is intended to help students become:

- sensitive to visual and other aspects of their environment
- aware of the variety of art forms produced by people of various cultures
- knowledgeable of the formal, informal, and expressive elements in art
- proficient in using an art medium for personal expression
- better able to solve practical design problems systematically
- better informed about career opportunities in the field of art

GENERAL INFORMATION — GRADES 9-12

The art program consists of instructional activities which are designed to support the following MCPS Goals of Education:*

Students should attain:

- the development of some of the basic disciplines and skills in the performing and creative arts to be used throughout life for communication, expression, and enjoyment
- knowledge of the nature of the creative and performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

In order to understand these goals, the art program for Grades 9-12 is designed to accommodate the art interests and needs of all students. Courses are elective and may be grouped in two sequences — one for students with broad or general interests in art, and another for students interested in a specific art form

*adopted February 12, 1973 by the Board of Education of Montgomery County

or category. Students with broad interests may elect Fundamentals of Art and continue with a series of Studio Art courses. Other students may concentrate on a single art form in courses like Ceramics, Sculpture, Drawing, Painting, Printmaking, Photography, or Crafts. Students may submit one-half credit in one of these courses and one-half credit in Fundamentals of Art as a prerequisite to Studio Art I. Those students interested in exploring careers in applied design may elect Commercial Art courses. Students with exceptional talent in the fine arts may apply to the Visual Art Center for a special program designed to meet their needs.

In support of the objectives listed for each course in this document, several instructional guides with bibliographies have been published; and a bank of object activities is available in all schools. Approved textbooks and reproductions of art masterpieces including the art of minority groups are also available from a number of sources. In addition to using the film library, teachers are encouraged to build slide libraries, picture files, and collections of objects for study. Other visual aids should be developed as needed to facilitate teaching and learning.

Since schools must provide the instructional materials necessary for a student to meet course requirements, teachers should plan art projects that can be produced with the funds allotted. Recycled materials should be on hand for use when appropriate. Precautions should be taken for the safe storage of flammable materials; and the use of all art materials, tools, and equipment should conform to the standards cited in the MCPS *Safety Manual.*

NOTE: Asbestos powder, benzene, and lead glazes *are banned* from schools.

DESCRIPTION OF PROGRAM, GRADES 9-12

List of Courses, Grades 9-12

All courses can be offered as two semester courses.

Fundamentals of Art
Studio Art I
Studio Art II
Studio Art III
Commercial Art I
Commercial Art II
Ceramics/Sculpture I (formerly Sculpture/Ceramics I)
Ceramics/Sculpture II (formerly Sculpture/Ceramics II)
Ceramics/Sculpture III (formerly Sculpture/Ceramics III)
Ceramics/Sculpture IV (formerly Sculpture/Ceramics IV)
Survey of World Art
Twentieth Century Art and Architecture
Drawing and Design
Painting I (formerly Painting)
Painting II (new course)
Printmaking (formerly Printmaking/Photography)
Photography (formerly Printmaking/Photography)
Creative Crafts
*Advanced Studio (formerly Special Studio)
*General Art (new course)
Visual Art Center (MCPS)

*New course titles effective for the school year 1979-80

Description of Courses, 9-12

Fundamentals of Art — Grades 9, 10, 11, 12
6050 — 1 year — 1 credit

Fundamentals of Art A
6055 — 1 semester — ½ credit

Fundamentals of Art B
6056 — 1 semester — ½ credit

This course is designed to provide a variety of activities that will lead to a basic knowledge of our art heritage and an understanding of design concepts as evidenced in art and craft. Since art and design are a part of everyone's visual environment, reference is made to natural and created art forms. At times throughout the course, students will be able to select activities from a variety of options. Opportunities are also provided for students to (1) work in groups; (2) interrelate art with music, drama, literature, science, or industrial arts; (3) voluntarily participate in art shows; and (4) see original art work in galleries or museums.

Upon completion of the Fundamentals of Art course, the student should be able to:

- recognize and name basic compositional elements in a work of art
- identify the themes of personally-selected works of art
- judge a work of art on the basis of how well it creates an impression or mood
- judge a utilitarian object, an advertisement, or a building on the basis of how well it functions or fits within a given context
- identify a work of art characteristic of a major style, culture, or historical period
- describe the functions of art museums
- identify works of art in which similar media or forming processes were used
- demonstrate knowledge of an artist, an art style, or an art movement
- identify visual and structural characteristics of natural and human-made forms as a source of design
- formulate reasons for stating that selected works of art have aesthetic merit
- compare the themes of two or more works of art
- infer relationships between form and function in applied design
- associate aspects of architecture with social or technological factors
- produce a drawing, a painting, a print, and a sculpture that reflect individual skills, interests, and understandings
- produce a work of art that expresses a personal knowledge or attitude about an object, concept, or event
- identify tools, media, and materials for making art and crafts
- demonstrate an understanding of a craft process
- identify several methods for depicting space in a painting or print
- demonstrate the ability to mix color as needed
- describe some of the processes of graphic design, product design, environmental design, filmmaking, and television production
- demonstrate the safe use and proper care and storage of tools, equipment, and materials

Studio Art I — Grades 10, 11, 12
Prerequisite: Fundamentals of Art (1 credit) or Fundamentals of Art (½ credit plus ½ credit in any other art elective)

6100	1 year	1 credit

Studio Art I-A

6105	1 semester	½ credit

Studio Art 1-B

6106	1 semester	½ credit

The student with a more than average interest in art will find in Studio Art I an opportunity to continue exploring several areas of interest in art and design. Students will study the expressive and compositional elements in art masterpieces. Exercises in drawing, design, color theory, and perspective will lead to a better understanding of the many forms of art, architecture, craft, and commercial design. Instruction in painting, sculpture, and printmaking will also be given.

Classtime reading assignments will encourage familiarity with ideas by and about artists. In addition, a brief review of other cultures and their art is incorporated with the studio activity. The student may elect to concentrate on selected media or concepts at intervals throughout the course and will be allowed options within the requirements of most assignments.

Upon completion of Studio Art I, the student should be able to:

- demonstrate a knowledge of art by informally discussing the relative merits of peer and professional work
- identify several current styles of art
- compare works of art that are similar in composition
- compare works of art that are similar in style
- judge a work of art on the basis of how well the artist has utilized a particular medium or process
- distinguish between the work of the craftsman and that of the fine artist
- use basic art terms when making statements about art
- analyze his/her own work in terms of established assessment criteria
- describe a work of art in terms of its formal, informal, and expressive elements
- identify works for which similar tools, media, techniques, or forming processes were used
- produce an art work, in a preferred medium and within specified limitations,
  - incorporating color value as a means of defining forms or creating the illusion of space
  - reflecting a current social or environmental condition or theory
  - emphasizing a particular kind of order or variety of elements
- demonstrate art processes such as oil and acrylic painting, drypoint, etching, two-color woodblock printing, or plaster carving
- identify the most effective tools for particular media and processes
- demonstrate safe operating procedures for art equipment

Studio Art II — Grades 11, 12
Prerequisite: Studio Art I (1 credit)

6200	1 year	1 credit

Studio Art II-A

6205	1 semester	½ credit

Studio Art II-B

6206	1 semester	½ credit

The student who is beginning to identify with art and wants to achieve some skill in several media will benefit most from Studio Art II. Although interests may be avocational, the desire to understand art should be sincere. Some basic skills necessary for artists in every medium are emphasized through drawing in a reportive manner (sketch book required); performing exercises designed to sharpen one's perception of the visual world; and developing a working vocabulary in art. Group activity will include seminars on the critical analysis of works of art and on the relationships between current and past trends in art styles and techniques. Activities explore the nature and meaning of art while broadening a repertoire of art skills. The student may concentrate on selected media or concepts by choosing activities from a range of options with the requirements of most assignments.

Upon completion of Studio Art II, the student should be able to:

- compare art works characteristic of two contrasting styles by referring to the utilization of media and aesthetic qualities
- make a statement about the historical period in which a particular work of art was produced
- identify works of art or craft that originated in particular cultures
- identify the sensory elements in a work of art that produce a particular expressive quality
- compare certain symbolic forms in works of art and the natural objects they represent
- infer why an artifact or a structure is attributed to a society that is technologically more highly developed than another
- demonstrate the ability to make lineal and tonal drawings
- produce such art projects as:
  - a sketch book
  - a representational and an abstract painting
  - a cast or carved sculpture
  - a multi-color serigraph or block print
- demonstrate the ability to draw an object from an imaginary point of view
- design vertical, horizontal, and diagonal compositions that may be translated into two- or three-dimensional works of art
- demonstrate the use of a basic art vocabulary
- describe contemporary media and processes such as laser art and earth works
- demonstrate a knowledge of safety required for the use of certain art media, tools, and equipment
- demonstrate matting and framing techniques

In addition, the student will have acquired some foundation for being able to:

- demonstrate an appreciation for art by referring to periodicals and critical reviews pertaining to the visual arts
- demonstrate the ability to produce more than one solution to a design problem
- explain why two or more specific works of art, different in appearance, are based on the same compositional structure
- identify allegories depicted in certain works of art
- describe the differences in expressive character among works of art

Studio Art III — Grade 12
Prerequisite: Studio II (1 credit)

6300	1 year	1 credit

Studio Art III-A

6305	1 semester	½ credit

Studio Art III-B

6306	1 semester	½ credit

Students who are contemplating a career in art or a related field will find in Studio Art III the opportunity to determine the extent of their potential. They will be encouraged to participate as artists, seeking visual statements that are relevant and meaningful. The opportunity to research a facet of art that is of interest to the student will serve as the focal point of the program. Each student will work in media of his/her choice in preparation for a one-person show or other culminating activity. Students will assemble individual portfolios that will be useful for college and career preparation.

Seminars will be conducted in conjunction with gallery visits, demonstrations or talks by guest artists, and assigned readings. Group critiques will enhance the student's knowledge of the structural and expressive qualities of art while teaching him/her to exchange constructive criticism.

Upon completion of Studio Art III, the student should be able to:

- compare works of art in terms of expressive qualities, structure, content or theme, and craftsmanship
- describe how compositional features contribute to a work's expressive quality
- describe how the formal and thematic aspects of a work of art relate to each other
- describe the similarities and differences in expressive content of two or more works of art
- discuss personal art production with statements about sources of inspiration, preferred media, current problems, direction of effort, and immediate goals
- produce such art projects as:
  - a series of related works or a personal one-person show
  - a research paper on any art subject of interest
  - a sketch book
  - a three-dimensional painting, a collograph, or kinetic sculpture
  - compositions based on a formal system of design such as the golden rectangle or the Fibonacci series
- describe a conceptual work of art
- discuss a way to interrelate the elements of light or sound with other art elements
- demonstrate the safe and effective use of tools, materials, equipment, and working space
- prepare art work for presentation by suitably mounting, framing, and labeling

In addition, the student will have acquired some foundation for being able to:

- demonstrate an appreciation for art by making reference to current art shows or publications
- interpret the meaning of selected works of art

Advanced Studio — Grades 10, 11, 12 (formerly Special Studio)
Prerequisite: One year of credit in one or any combination of art courses for Grades 9-12

6312	1 year	1 credit

Advanced Studio A

6313	1 semester	½ credit

Advanced Studio B

6314	1 semester	½ credit

This program will accommodate those students for whom an additional period of art will permit the continuation of indepth study initiated in another studio art course. Teachers may also recommend this course for students who wish to work on a special project either for themselves or as part of another school activity such as a stage production or a school publication. The course work builds on the objectives and activities described for Fundamentals of Art and other art courses completed by the student.

Upon completion of Advanced Studio, the student should be able to:

- demonstrate the techniques and processes developed for the production of their art or craft work
- discuss personal art production in terms of inspirational sources, technical problems, and content
- exhibit a collection of personal art or craft work, photographs of displays, stage sets or murals, or publication art work produced during the course
- make statements about works of art and refer to their expressive qualities, style, and use of techniques

Commercial Art I — Grades 10, 11, 12
Prerequisite: Attainment of objectives of Fundamentals of Art A (½ credit)

6400	1 year	1 credit

Commercial Art I-A
Prerequisite: Attainment of objectives of Fundamentals of Art A

6401	1 semester	½ credit

A major portion of this course will explore the basic skills required for the design and production of advertising and promotional art. Students will use professional drawing tools and lettering devices to produce finished art work. The creation of posters and display art will be followed by lessons in illustration art. Depending on the time remaining and what equipment and facilities are available, the student will study basic photography or television techniques and processes.

Upon completion of the first semester of Commercial Art I, the student should be able to:

- identify and describe aspects of visual communication in everyday life and in the design studio
- demonstrate basic drawing and composition skills related to visual communication
- demonstrate basic graphic design techniques and processes such as lettering and layout
- demonstrate graphic design skills through the production of signs or displays
- demonstrate some of the styles, processes, and techniques of the commercial illustrator
- describe or demonstrate some of the processes related to communication media production

Commercial Art I-B
Prerequisite: Attainment of objectives of Fundamentals of Art A
6411 1 semester ½ credit

Emphasis will be on product design and environmental design. Students will apply the design process to the development of package designs and simple architectural designs. Time permitting, and if equipment is available, the student will further explore the processes of photography and television which were first studied during the first semester course.

Upon completion of the second semester of Commercial Art I, the student should be able to:

- identify and describe the aesthetic qualities of photographs and photo displays
- prepare photographs and art work for display or presentation
- describe and demonstrate the design process as applied to packaging
- demonstrate a knowledge of some of the social, technological, and ecological systems that affect the built environment
- recognize the importance of the environment as a factor in architectural design and the importance of architectural design as a factor in preserving the environment

Upon completion of either the first or second semester course or both, and depending on the availability of instructional materials, equipment, and facilities, the student should be able to:

- demonstrate the knowledge and skills necessary to operate and care for a still photograph camera
- demonstrate procedures for processing film and printing black and white photographs

Commercial Art II — Grades 11, 12
Prerequisite: Attainment of the objectives of Commercial Art I
6402 1 year 1 credit

Commercial Art II-A
Prerequisite: Attainment of the objectives of Commercial Art I-A
6403 1 semester ½ credit

Students will continue to develop graphic art skills and explore concepts related to graphic design, displays, signage, and commercial illustration. If time will allow and the equipment is available, advanced lessons in photography will be given along with an introduction to filmmaking.

Upon completion of one semester of Commercial Art II, the student should be able to:

- demonstrate production processes related to graphic arts such as type specification, paste-up, copy camera operation, and negative stripping
- apply graphic and display art techniques to the production of a display
- create commercial illustration for several types of printed materials
- demonstrate a knowledge of several basic filmmaking processes, including animation
- identify and analyze the compositional and expressive qualities of photographic prints

Commercial Art II-B
Prerequisite: Attainment of the objectives of Commercial Art I-B
6413 1 semester ½ credit

The second level of product design and environmental design will be studied during this course. The student will apply the design process to the development of an industrial design. If time and equipment

are available, the student may continue with photography and/or filmmaking. A culminating activity may be associated with a school production.

Upon completion of the second semester of Commercial Art II, the student should be able to:

- apply an understanding of the design process to an environmental and industrial design problem
- conceptualize some relationships between various components of a built environment
- demonstrate knowledge of visual communication, product design, or environmental design through a practical production effort

Upon completion of either the first or second semester course, given the necessary instructional materials, equipment, and facilities, the student should be able to:

- demonstrate advanced film processing and photo printing techniques

Ceramics/Sculpture I — Grades 9, 10, 11, 12

6380	1 year	1 credit

Ceramics/Sculpture I-A

6381	1 semester	½ credit

Ceramics/Sculpture I-B

6391	1 semester	½ credit

For students who prefer to demonstrate their interest in art through three-dimensional art forms, Ceramics/Sculpture I is designed to provide a broad sampling of either ceramics or sculpture or both. After demonstrating a knowledge of basic sculpture techniques, students will cultivate their skills mainly through media of their choice. Exercises for developing the student's perception of form and space will be outlined for sculpture and ceramics, and basic forming and joining techniques for clay and other three-dimensional media will be reviewed. Correlated with the studio activity will be a brief survey of the major styles in sculpture and ceramics. Students will have time scheduled on the potter's wheel and with industrial education laboratories for the use of wood, metal, and plastic forming tools and equipment.

Depending on the student's area of concentration, upon completion of Ceramics/Sculpture I, the student should be able to:

- demonstrate the interrelationship of surface treatment to the total apparent form of a sculpture or ceramic piece
- demonstrate additive and subtractive methods of clay forming
- produce a series of ceramic pieces that demonstrate the basic methods of construction, including footings and appendages
- demonstrate the basic methods for applying glaze to ceramic pottery or sculpture
- describe the basic clay bodies (earthenware, porcelain, stoneware)
- identify the effects after firing of some of the most common glaze oxides
- identify the work of several outstanding sculptors and/or potters of the twentieth century
- name several outstanding private or publicly-owned collections of ceramics or sculpture
- produce such art work as:
  - a sculpture representing a human form or condition
  - a ceramic or sculpture piece created by assembling readymade forms or parts of forms

- several sculptures or ceramic pieces that demonstrate an emphasis on organic form, geometric form, and/or a (repeated) design unit
. conceptualize three-dimensional form with sketches in pencil or clay
. demonstrate the use of the potter's wheel by throwing a bowl and a cylinder
. demonstrate a basic knowledge of kiln operation by successfully stacking and firing
. describe the process of casting and using a two-piece mold or a press mold
. demonstrate the use of a basic vocabulary in ceramics and/or sculpture
. demonstrate the safe use of sculpture and/or ceramic tools, materials, and equipment
. assume responsibility for the storage of tools and materials and for the maintenance of shared work stations

In addition, the student will have acquired some foundation for being able to:

. demonstrate an appreciation for sculptured and/or ceramic form as produced by the contemporary artist and by major contributing cultures of the past by responding to printed statements and reproductions
. describe the cultural significance of several outstanding styles of sculpture and/or ceramics
. compare selected pieces of ceramics or sculptured products in terms of function and expressive quality

Ceramics/Sculpture II — Grades 10, 11, 12
Prerequisite: Ceramics/Sculpture I (1 credit)

6382	1 year	1 credit

Ceramics/Sculpture II-A

6383	1 semester	½ credit

Ceramics/Sculpture II-B

6393	1 semester	½ credit

The student who prefers three-dimensional art forms will continue to make ceramics or sculptures and develop additional competence in a medium. The structural elements of three-dimensional composition will be further explored through a series of two- and three-dimensional sketches or studies which may later serve as the basis for the production of a work of art. Due to the wide variety of sculpture media available and the fluency of the ceramic medium, the problems outlined in this course will be concerned with the expressive use of media rather than with a wide range of media methods. A survey of past and present sculpture and ceramics will be correlated with studio activities and during seminars and critiques.

Depending on the student's area of concentration, upon completion of Ceramics/Sculpture II, the student should be able to:

. compare selected ceramic or sculpture forms in terms of structure, function, and surrounding space
. conceptualize architecture and products as form
. demonstrate an understanding of form by producing a series of drawings that describe the structure within natural forms
. identify the styles of pottery produced by significant American sources
. distinguish between skeletal and volume or mass structures
. demonstrate skill on the potter's wheel by throwing forms like a cylinder and a lidded bowl
. describe good design in terms of fitness to function, materials, and processes
. demonstrate changes in the apparent size or shape of a form by adding color or line

- produce sculptures or ceramics emphasizing mass or volume, space, tension, linear form, or concept
- represent volume or mass structures graphically with contour drawings
- demonstrate a knowledge of surface treatments and patinas for sculptured form
- demonstrate a knowledge of the basic types of glazes by describing their characteristics and listing their basic ingredients
- demonstrate glaze preparation by mixing ingredients for a selected formula
- demonstrate several methods for applying glaze to ware
- demonstrate a knowledge of kiln theory
- demonstrate the mastery of a basic vocabulary for ceramics or sculpture
- demonstrate the safe and effective use of tools, materials, equipment, and work stations

In addition, the student will have acquired some foundation for being able to:

- demonstrate an appreciation for sculpture and/or ceramics by discussing known works and voluntarily visiting local shows or collections
- demonstrate a knowledge of major styles in past and present ceramics and/or sculpture by referring to them freely during seminars and indicating a personal preference based on aesthetic judgment
- indicate an awareness of the relationships of selected sculptures to their adjacent architectural elements
- describe a form by referring to its structural, aesthetic, organic, tactile, and dynamic qualities

Ceramics/Sculpture III — Grades 11, 12
Prerequisite: Ceramics/Sculpture II (1 credit)

6384	1 year	1 credit

Ceramics/Sculpture III-A

6385	1 semester	½ credit

Ceramics/Sculpture III-B

6388	1 semester	½ credit

Students who have developed a strong interest in either ceramcs or sculpture will find the opportunity to continue with an indepth study of the field. While working in a preferred sculpture medium or ceramic process, the student will develop a personal style; begin to recognize the expressive nature of these art forms; and be encouraged to develop a conceptual theme in more than one work and to study the results of similar efforts by recognized artists and fellow students. Each student will have opportunities to prepare and mount a one-person show; to engage in a dialogue with a practicing artist; and to participate in critiques of personal work and that of classmates.

Upon completion of Ceramics/Sculpture III, the student should be able to:

- compare two pieces of sculpture or ceramics in terms of structure, style or theme, and craftsmanship
- discuss personal work referring to motivational sources, media, process, current direction of effort; and immediate goals
- produce a series of related works, or assemble a one-person show
- produce two- or three-dimensional sketches of planned large pieces
- analyze sculptures or ceramic pieces in terms of form and space relationships
- prepare a glaze formula and test-fire it
- assume responsibility for stacking and firing a kiln
- discuss the works of at least one outstanding ceramist or sculptor
- demonstrate the safe and effective use of tools, equipment, materials, and working space
- prepare sculptures or ceramics for display

In addition, the student will have acquired some foundation for being able to:

- demonstrate an appreciation of sculpture or ceramics by
  - making references to current art shows or trends during formal and informal discussions or seminars
  - visiting galleries or museums outside of school hours
- discuss ceramics or sculpture in terms of structural elements, expressive quality, and effective use of media

Ceramics/Sculpture IV — Grade 12
Prerequisite: Ceramics/Sculpture III (1 credit)

6386	1 year	1 credit

Ceramics/Sculpture IV-A

6387	1 semester	½ credit

Ceramics/Sculpture IV-B

6389	1 semester	½ credit

This course is designed for the potential specialist in ceramics or sculpture. An individualized program will be developed for each student, part of which may include assuming responsibilities for the studio. Each student's program will aim at developing a proficiency in working with preferred media and processes and in determining a direction for exploration appropriate to individual styles. Consistent with this direction, students will research art movements related to their personal style and strive for expression in their work. Critiques and seminars will provide information about art and help students formulate thoughts while acquiring experience in articulating ideas and feelings.

Upon completion of Ceramics/Sculpture IV, the student should be able to:

- make informed judgments about sculpture and/or ceramics
- recognize, name, and discuss a variety of ceramic or sculptural styles
- produce sculpture and/or ceramics independently
- make comments or judgments about all kinds of visual configurations in ceramics and sculpture
- demonstrate a knowledge of the operation of museums and art schools

In addition, the student will have acquired some foundation for being able to:

- demonstrate the knowledge and skill needed to give visual form to ideas
- demonstrate the knowledge, skill, and sensitivity required to interpret or communicate a common human experience or idea through sculpture and/or ceramics
- discuss sculpture or ceramics with references to well-known theories or styles
- comment on aspects of the visual environment in terms of form, space, scale, and human needs

Survey of World Art — Grades 9, 10, 11, 12
6450 1 year 1 credit

Survey of World Art A
6451 1 semester ½ credit

Survey of World Art B
6452 1 semester ½ credit

For those students who wish to acquire a broad introduction to the world of art, with or without exploratory work with media in the studio, this course is offered for one or two semesters. The program consists of three segments:

1. A very brief chronological overview of major styles and periods of world art is presented with slides, charts, and reproductions. References to Oriental, African, Latin American, and American Indian art are included.
2. A larger segment is devoted to the analysis of works of art in terms of themes, styles, and structure, emphasis being placed on understanding a variety of works.
3. A third segment allows students to investigate in depth a particular style or period of art. Students may either prepare a paper on a preferred subject or investigate selected media with a studio production.

Depending on the extent of student knowledge, references will be made to music, drama, poetry, or history. (Semester courses may be modified, and mini-course offerings should be modified to include a single point of emphasis; e.g., symbolism in art, Impressionism, or African Art.)

Upon completion of Survey of World Art, the student should be able to:

- produce a research paper dealing with a selected style or period of art
- compare selected works of art with other art forms of the same period
- describe the conceptual and intuitive modes of investigation commonly employed by the artist
- identify architectural or craft styles that are representative of particular periods
- identify, by naming the artist, several art works of significant art periods
- identify several artists who are representative of the major movements in American art
- demonstrate the use of a basic vocabulary for art history and criticism
- identify the media and processes employed in significant works of art
- discuss the contribution to the art world of an art historian, an art critic, or a museum director
- describe the functions of art museums and galleries
- identify several outstanding art history books and the author of each

In addition, the student will have acquired some foundation for being able to:

- demonstrate an appreciation for various styles or periods of art by voluntarily referring to periodicals or texts on an art subject of interest, visiting local galleries or museums, or by speaking in behalf of or in opposition to the public support of art
- demonstrate an elementary knowledge of the scope of world art and of the structural or thematic elements present in selected works of art by making appropriate references during discussions or seminars
- compare two selected works of art by referring to style, theme, and structure
- analyze a work of art in terms of structure and expressive quality

Twentieth Century Art and Architecture — Grades 9, 10, 11, 12

6460	1 year	1 credit

Twentieth Century Art and Architecture A

6461	1 semester	½ credit

Twentieth Century Art and Architecture B

6462	1 semester	½ credit

Students interested in a better understanding of today's art will find this course thought provoking and informative. Current movements will be traced to their apparent origins and further investigated. Attention will be given to the influence of technology, science, and psychology on recent trends in art and to the impact of population growth and environmental changes on recent architecture. Students will acquire insight into art and architecture by investigating form and space, style, and expression. Group discussions will consider possibilities for the future direction of both art and architecture. Class time will be given for students to investigate a particular style or movement in depth by developing a report or a project. Students will acquire an impression of time and sequence for 20th century art and architecture by composing a timeline visual. (Mini-courses should be modified to include specific movements or concepts related to 20th century art or architecture. The content for these courses may be derived from the instructional guide.)

Upon completion of Twentieth Century Art and Architecture, the student should be able to:

- identify selected examples of 20th century art and architecture in terms of the characteristics of the movements they represent
- describe a favorite work of this century in terms of the effectiveness with which it uses materials; its expressive qualities; its compositional structure; and its derivative sources
- compare selected works of art and architecture in terms of the artist's and architect's treatment of form and space
- name several artists and/or architects who are representative of the major movements during the 20th century
- identify several major architectural features commonly found in a structure or dwelling
- describe the conceptual and intuitive modes of investigation commonly employed by artists
- demonstrate the mastery of a basic vocabulary for 20th century art and architecture
- describe the functions of art museums and galleries
- identify the media and processes employed in significant works of art
- name an art or architecture historian, a critic, or a museum director
- name an authoritative book on 20th century art or architecture
- discuss the use of materials commonly employed in contemporary architecture

In addition, the student will have acquired some foundation for being able to:

- demonstrate an appreciation of contemporary art and architecture by voluntarily visiting displays of contemporary work, collecting reproductions of 20th century art, or reading a book on the subject
- identify plans for urban and inter-urban change that reflect the need for public interest in environmental planning
- discuss the influences associated with 20th century movements in art or architecture

Drawing and Design — Grades 9, 10, 11, 12
6350 1 year 1 credit

Drawing and Design A
6355 1 semester ½ credit

Drawing and Design B
6356 1 semester ½ credit

This course is for the student who likes to draw for pleasure or who may be considering a career in an art field such as illustration. This course will also help the student whose vocational interest lies in a field in which hand/eye coordination or ability to see detail is an important qualification. Problems will be assigned on the basis of interests or needs, and students will choose subject matter for their drawings according to their interests. In addition to exploring a wide range of drawing media and techniques, emphasis will be placed on the expressive and communicative qualities of drawing. Field trips and career information will be provided.

Upon completion of Drawing and Design, the student should be able to:

- name the artists whose drawings are representative of several significant movements
- discuss the work of one outstanding artist whose drawings are recognized for their social or political significance
- identify ways in which drawing is utilized in the commercial, industrial, and scientific worlds
- discuss the significance or relationship of drawing and design to other art forms
- demonstrate several widely recognized drawing techniques such as contour, gesture, and automatic
- identify a text on drawing or illustration
- use several drawing mediums effectively
- identify a variety of drawing tools and materials
- demonstrate the proper care and storage of drawing tools and materials
- demonstrate techniques for the preservation and presentation of drawings

In addition, the student will have acquired some foundation for being able to:

- demonstrate an appreciation for drawing by visiting local collections and collecting reproductions of drawings
- demonstrate a knowledge of drawing by reacting to student and professional works with informed and substantiated criticism
- describe the major influence on the drawing styles of a significant movement
- produce drawings in a personal style that demonstrate an understanding of line, form, value, space, and perspective

Painting I — Grades 9, 10, 11, 12 (formerly Painting)
6360 1 year 1 credit

Painting I-A
6365 1 semester ½ credit

Painting I-B
6366 1 semester ½ credit

Painting is a course designed for the student who wishes to identify and develop a personal style in this preferred medium. The student will be encouraged to explore painting styles and techniques that are closely related to his/her temperament, personality, and expressive needs. Exercises will be assigned to

help each student in developing the skills and understandings needed to develop a personal style. Seminars and group critiques will encourage a better understanding of one's personal direction in painting by making comparisons and analyzing a variety of styles and techniques. Students will demonstrate fundamental operations like the preparation of painting grounds, palettes, and compositional sketches.

Field trips, guest artists, selected readings, and slide viewing sessions will serve as instructional resources for this program.

Upon completion of Painting I, the student should be able to:

- describe a painting in terms of its structural elements and the techniques employed
- produce paintings in a personal style
- describe a personal style in terms of eclecticism, psychological set, training, and skills
- demonstrate the use of a basic painting vocabulary
- demonstrate some techniques used in styles other than his/her own
- name painters who are representative of the major styles or periods of painting
- identify selected paintings by the movements with which they are associated
- name a favorite painter and discuss his/her work
- identify books on painting techniques, styles, or history
- name a public or private collection of paintings representing a preferred style or period
- demonstrate finishing and framing techniques for paintings

Painting II — Grades 10, 11, 12 (new course)
Prerequisite: Painting I (1 credit)

6361	1 year	1 credit

Painting II-A

6367	1 semester	½ credit

Painting II-B

6368	1 semester	½ credit

This course is a continuation of Painting I. The skills, techniques, and concepts developed in Painting I will be further explored; and more advanced techniques and concepts will be introduced. Students will explore painting styles by doing assigned problems and by studying the works of master painters.

Upon completion of Painting II, the student should be able to:

- produce paintings in several styles, using one or more media
- recognize the techniques employed by a variety of painters
- discuss painting in terms of structure, concept, and derivative sources
- identify the work of several painters and discuss their styles
- prepare paintings for a show
- demonstrate an understanding of painting by placing selected pieces in categories like: painterly, lineal, optical, tactile, open/closed, decorative, illusionary
- demonstrate an appreciation for painting by voluntarily visiting local galleries and museums and/or by collecting reproductions of paintings

Printmaking — Grades 9, 10, 11, 12 (formerly Printmaking/Photography)

6371	1 year	1 credit

Printmaking A

6377	1 semester	½ credit

Printmaking B

6378	1 semester	½ credit

Students whose major interest in art is in printmaking will have opportunities to expand their knowledge of the field by exploring several media and processes in depth; e.g., linoleum cut, woodcut, wood engraving, dry-point etching, lithography, or serigraphy. Recent developments in printmaking will be reviewed and compared with earlier efforts.

Upon completion of Printmaking, the student should be able to:

- produce multi-colored woodcuts, serigraphs, and/or lithographs
- produce a dry-point etching, a wood engraving, or a line engraving
- categorize prints by media and identify work that is characteristic of major styles
- demonstrate photo-serigraphy processes
- identify a collograph and a photo-montage
- distinguish between planographic, relief, and intaglio printing methods
- demonstrate a method for numbering and recording an edition of prints
- demonstrate techniques for mixing inks or paint for printing
- demonstrate the use of printmaking tools and equipment
- demonstrate an appreciation for various styles of printmaking by voluntarily exchanging prints with classmates and/or collecting professional prints

Photography — Grades 9, 10, 11, 12 (formerly Printmaking/Photography)

6340	1 year	1 credit

Photography A

6345	1 semester	½ credit

Photography B

6346	1 semester	½ credit

Students of photography will develop camera and darkroom skills appropriate to their experience Recent developments in photography will be reviewed and compared with earlier efforts. Students wil. learn to prepare photographs for exhibition.

Upon completion of Photography, the student should be ab'e to:

- demonstrate the use of photographic tools and equipment
- process black and white photographic prints
- produce a photographic essay using prints or slides
- identify photos that are characteristic of major styles
- demonstrate the making of a photogram
- compare a collograph and a photo-montage
- distinguish between various photographic papers
- demonstrate a method for the storage of photographs
- demonstrate techniques for mixing chemicals in photography

- demonstrate photo matting and mounting techniques
- demonstrate the ability to produce a variety of photographic themes, such as landscapes, still life, and portraiture
- demonstrate an appreciation for various styles of photography by voluntarily exchanging prints with classmates and/or collecting professional photos

Creative Crafts — Grades 9, 10, 11, 12

6390	1 year	1 credit

Creative Crafts A

6395	1 semester	½ credit

Creative Crafts B

6396	1 semester	½ credit

Although some craft experiences may be emphasized, students will have opportunities to select the crafts they wish to explore. In exploring possibilities for the use of materials, students will achieve more controlled and satisfying results and discover that a well-designed craft product is not only a functional object but a satisfying aesthetic achievement for the craftsman.

Although crafts may be made with found materials, student should be aware of the cost of materials for the crafts they will make. Students will expand their knowledge of crafts by referring to their source of design and their history.

Upon completion of Creative Crafts, the student should be able to:

- describe the differences between handcrafted and mass-produced objects
- compare the crafts of one culture with those of another
- research and report findings on the history of a particular craft
- modify the form of an object to improve its aesthetic quality or functional character
- demonstrate the ability to create a craft object that is personally expressive
- demonstrate the safe use of craft tools and materials
- choose and maintain appropriate tools and equipment for making craft products

In addition, the student will have acquired some foundation for being able to:

- discuss the styles of crafts people in terms of their relation to their particular culture and their time in history
- demonstrate an appreciation for creative crafts by discussing selected pieces in terms of aesthetics and function
- identify a style in crafts that may have influenced specific subsequent styles

General Art — Grades 9, 10, 11, 12 (new course)

6311	1 year	1 credit

General Art A

6317	1 semester	½ credit

General Art B

6318	1 semester	½ credit

This course is a means of providing independent study in art for students who, although of moderate art ability, can benefit from an art course. Students may be admitted by referral of a counselor after consultation with the art teacher. The teacher of the course to which the independent-study student is assigned for General Art should be consulted before an assignment is made. The number of students admitted under this designation to an art class will be limited by the art teacher and will constitute a small percentage of any class grouping. Course content will be planned with students individually, and teachers will refer to objectives and activities described for Fundamentals of Art to determine performance objectives which are commensurate with the ability and interest range of each student.

Upon completion of General Art, the student should be able to:

- identify a variety of art or craft forms
- describe basic processes and techniques related to selected art or craft forms
- demonstrate an ability to produce work in a preferred art or craft form
- describe works of art or craft, using a basic art vocabulary
- compare and contrast selected works of art or craft in terms of craftsmanship
- prepare finished art or craft pieces for exhibit

Visual Art Center — Grades 9, 10, 11, 12

6495	1 year	3 credits

Visual Art Center A

6490	1 semester	1½ credits

Visual Art Center B

6491	1 semester	1½ credits

The MCPS Visual Art Center offers individualized art instruction to selected students and provides instructional materials and resources for independent study. Students must present a portfolio at an interview with the center staff, obtain the recommendation of an art teacher, and have the approval of a counselor. Accepted students attend the center for approximately one-half of each school day. Transportation to and from the center must be arranged by the student. Learning opportunities will include visits to galleries, field trips, and conversations with local artists.

Upon completion of a semester at the Visual Art Center, the student should be able to:

- compare the extent of his/her talent with that of peers and professional artists
- make critical statements about a work of art in terms of expressiveness, structure, content, and craftsmanship
- discuss personal art production in terms of motivational sources, technical problems, and content
- recognize the work of any local artist
- produce a portfolio of art work suitable for application to a school or an employer

MCPS INSTRUCTIONAL GUIDES FOR ART, GRADES 9-12

Illustrative Units for a Curriculum in Art, Grades 9-12, Bulletin 251, 1972.

Art Concepts and Activities Bank, 1977.

Survey of World Art, 1978.

Twentieth Century Art and Architecture, 1978.